

Development towards a Future for Finest Schooling Practices Representing the Alternative Schooling

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ABSTRACT: *Schooling is an important part of a child's socialization. Schooling has a direct impact on a child's academic performance, skill development, social cognition, and emotions. Every educational practice has the potential to mold children into future citizens. In India today, a variety of educational methods are in use. However, the bulk of these education methods place a greater emphasis on a child's cognitive growth and foster values of competitiveness and insecurity in youngsters. Schools have become factories that produce mechanical people who are unable to question, express, or speak themselves and can only participate in the race for grades and employment. This kind of education may assist to raise literacy rates, but it has failed to produce genuinely educated and ethical people. It has resulted in a moral decline in society. In this environment, it is critical to examine alternative educational methods that promote a brighter future. The Valley Institution in Bangalore is one such school that teaches the heart, enables a child's blooming, and develops excellent people. An effort has been made in this article to provide a description of current schooling methods as well as the difficulties encountered in the educational environment. The writers provide a study of education methods at Valley School, one of the finest alternative schools, and spark debate about Valley School's role in fostering a brighter future.*

KEYWORDS: *Flowering, Conditioning, Delinquency, Initiative, Inner Transformation, Self-Discovery.*

1. INTRODUCTION

From birth until death, different institutions such as family, kinship, education, the media, and others socialize a person. The school and educational institutions are one of the most powerful influencing agents. Individuals' personalities may be molded and developed via education. Different levels of education, including pre-primary and primary, have been proven to have an effect on elements such as a child's cognition, academic performance, and social conduct such as delinquency and employment, according to research[1]. Schooling takes on the role of nurturing children and guiding them toward becoming productive and ethical members of the nation.

Schooling methods have always been very dynamic in nature, adapting to the changing requirements of society on a regular basis. Schooling methods have altered and developed throughout time, from the Gurukul System in the past to the International Baccalaureate in the present. In nature, the current education methods are varied. The broad and general education practices seen in state Boards, CBSE, ICSE, and other institutions have been examined for the purposes of this research. Education for all, co-education, content knowledge, best academic outputs, student-centered learning, continuous assessment strategy, technology, school infrastructure, and some practices have gradually begun to look at aspects of service-learning and sustainable development, according to current schooling practices.

In order to offer excellent education, today's school buildings are outfitted with the most up-to-date amenities and technology. With the growing flow of information and widespread usage of various forms of media and technology, schools and instructors are devoting significant resources and time to integrating technology into the curriculum in order to improve learning results[2]. Emerging developments in educational methods include computer-assisted instruction and learner-controlled instruction[3]. Virtual classrooms, digital textbooks, mobile learning, STEM, artificial intelligence, E-portfolios, and other related elements are all heavily promoted. Because technology is thought to provide superior academic results, its incorporation has been emphasized. The educational environment has changed as a result of new infrastructure and technology, and whether this kind of environment or one stressing intimate touch with Nature should be regarded a subject of debate and discussion.

The majority of schools consider subject mastery and academic performance to be the most important indicators of success and development. Academic success is now highly valued by parents, teachers, politicians, markets, and schools. Despite the fact that schools may have certain secondary goals, the main focus is always on student academic success and performance. Almost everyone in this profession is only concerned with academic success. In India, the school that achieves 100 percent results in 10th and 12th grade is regarded as the finest in terms of results. This demonstrates that students are motivated to be a part of the stressful and competitive academic environment. Without a doubt, it is a subject of debate and study as to how beneficial this emphasis on academic performance and race of grades is to kids' overall development.

Aside from having rules for learning various languages, current educational methods concentrate on just one language, English, rather than having a multilingual perspective. In today's educational methods, English has become the standard by which intelligence is measured. Even parents choose not to have their children educated in the vernacular or other national languages[4]. Apart from the topic, all other activities, such as assemblies, are held in English. India is a varied nation, and all educational methods must take this into account. It is critical that schools place a strong emphasis on multilingual and multicultural education.

Today, education has evolved into a factory-like organization. It has pushed individuals to concentrate only on obtaining good grades and earning the most money. It has produced a rat race in which individuals are only concerned with competitiveness and achieving the greatest outcomes. This kind of education does not focus on the entire kid; rather, it is solely concerned with the child's cognitive development. Today's parents, instructors, and schools are primarily concerned with materialistic education, which focuses on the child's accomplishments while neglecting the child's entire development. Training the intellect has acquired such traction that teaching the heart has been completely neglected. This kind of education degrades one's moral character and does not aid in the development of ethical individuals.

Citizens are becoming more independent, competitive, and marks-oriented as a result of current educational methods, as well as engaging in immoral and illegal actions. The system has failed to produce moral and well-informed people[5]. It is important to consider if such an education system allows for the nurturing of children and adolescents and the development of a better society. This kind of education can only create mechanical members of society who are unable to break away from established patterns. Today, however, education should focus on molding the kid into a better person and stressing holistic growth. According to research, non-cognitive abilities such as creativity and critical thinking are important for a child's future and can be fostered in schools, therefore these talents should be the overall aim of education[6].

Alternative schooling methods aimed at whole-child education, producing decent citizens, and nurturing the future are needed in the current educational environment in the nation. Various nations throughout the world provide a wide range of different types of education, all guided by the philosophies of local and worldwide thinkers[3]. Many alternative schools exist in the city, each with its own set of educational methods. Valley School, Bangalore, founded on J Krishnamurti's philosophy, is one of the educational philosophies and finest alternative schooling methods that offer whole-child education and develop children into decent citizens.

There have been many individual investigations on the Valley school's ideology and educational methods, according to the literature. These studies are restricted to a description and examination of the philosophy's benefits and drawbacks. There are a few studies that examine Valley School's methods in the perspective of current education practices. Few researches has looked at how this ideology might help solve the problems that present schooling methods have created. This essay examines activities at an alternative school in the light of the difficulties that current education methods confront. The Valley School in Bangalore was chosen as an alternative school since it is one of the best in the city. The researchers explore the potential of adopting Valley School's Schooling practices in a broader educational environment, focusing on the issue of whether Valley School is the best in terms of fostering a brighter future for schooling practices.

The review is intended for a broad readership. Educationists, policymakers, and research researchers in the area, curriculum creators, educational leaders, teachers, teacher educators, and other readers interested in schooling methods and educational philosophies are among the target audience for the study.

2. LITERATURE REVIEW

Painting, woodworking, sculpture, thread work, stitching, weaving, macramé, paper crafts, performing arts (theatre, percussion instruments, vocal music and dance), pottery, and ceramics are among the arts and crafts that instructors encourage and assist students with. Students are also welcome to bring in their favorite kinds of art to be included in the curriculum. In this way, the school takes responsibility for the development of the children's non-cognitive and social-emotional abilities. "Quality education involves the development of those skills, values, and attitudes that allow people to live healthy and happy lives; make informed choices; and react to local and global decisions," according to international organizations like UNESCO. As a result, the education provided at Valley School is even more relevant today. Students are not motivated by competing with others, earning the highest grade, or being the greatest in academics, according to this viewpoint. In school, children are not required to take tests until the eighth grade, and exams are seen as a regular part of life for which pupils are not under any pressure. Fear has not been instilled in the youngsters, nor has competitiveness. The most essential goal of education, according to Krishnamurti, is to liberate people from fear and insecurity.

Every teacher and school should strive to help students become fearless from the start, so that when they enter the world, they are intellectual human beings with genuine initiative. When you're simply imitating others and constrained by tradition and authority, your initiative is squandered. It is critical to cultivate a feeling of safety. These kids will be free of ambitions and anxieties. This concept is reflected in a variety of Valley School practices. Even for school activities such as annual days, there is no selection of the top pupils. Every student performs and participates in the same way. There is no pressure to get the best grade or to be the top student in the class. The students take part in sports without having a competitive attitude. This kind of teaching nourishes the individual, allows for the development of a fearless mind, and allows for creativity and diverse thinking.

According to Krishnamurti's theory, learning is more experiential. The school prides itself on being progressive since it incorporates experimentation, experience, and reflection into its learning approach. Students at Valley School are also exposed to and educated about diversity and culture[7]. All of the students perform songs and Bhajans in different languages throughout their assembly. Students and instructors sit on well-placed mats and sing peace songs during the assembly. The performance starts with a beautiful Om chant, followed by songs in Sanskrit, Hindi, Tamil, Kannada, Telugu, Bengali, and other regional languages[8]. In their art courses, they perform a variety of traditional dances. The school adheres to all of the concepts of what is known as global education. This guarantees that kids be sensitive to and appreciative of various cultures, as well as being prepared for future peaceful living.

Students in Valley schools are in regular touch with nature. All of their courses take place in outdoor learning environments, such as lakes, ponds, or the art village. They are freer, healthier, and more secure because of the environment surrounding them. They are sensitive to all living things, they are fascinated by Nature, and they adore it. They would never harm a bug or pick a blossom from the ground. They preserve, defend, and cherish nature since they are in continuous contact with it. Gardening and land care activities help them feel more connected to the natural world.

They do not have their own classroom and instead provide courses in various learning venues. There are no divisions such as 6th A and 6th B, nor are courses allocated to a certain set of pupils as in traditional schools[9]. As a result, the pupils do not acquire a sense of ownership over a class, or any piece of land for that matter. They plant trees during their land care sessions, yet none of the trees belong to any of the students or classes. Each grade level will be in charge of a different tree. As a result, the concept of owning something and being connected to it is not established in the pupils.

The school has made some outstanding efforts to promote gender equality and sensitivity among all students and employees[8]. The school also offers a very welcoming environment, with equality being emphasized at all levels. Volleyball is played by both boys and girls, while musical instruments such as the Tabla are played by both boys and girls. There are no separate teams for males and girls[7]. Everyone, wealthy or poor, boy or girl, is responsible for washing and keeping the dishes clean. This concept of equality is entrenched in the school philosophy in such a manner that the environment seems to be inherently equal, rather than the product of any explicit effort such as extra government programs and efforts. Teachers are also devoid of any prejudice. This is what develops and molds children's mindsets in terms of inclusion and equality from the start. A worldview like this can produce well-educated people and a decent society[10].

3. DISCUSSION

The analysis provided above demonstrates that the methods used at Valley School are effective in addressing the difficulties that current education practices face. The concept runs counter to the competitive spirit that has been promoted in general education practices by teachers, parents, and schools, and it offers a solution to the pressures placed on children to get the best possible grades and to concentrate only on academics. Students' holistic growth is ensured by the curriculum, which provides equal weight to all disciplines, including all forms of art and athletics. In comparison to other traditional education methods, it is more student-centered.

Unlike other educational methods, which may devote one or two days or events per year to multilingual and multicultural education, Valley School incorporates it into its curriculum and implements it on a daily basis. In contrast to other education methods, the arts and crafts performed at the Valley school are also given greater importance. Students are raised in an environment that allows them to be in close touch with nature. They are not constrained by technology or the four walls of a classroom. The current demand is to bring children closer to nature, which is not evident in most educational methods.

Certain actions are more easily adopted, such as holding assemblies to promote diversity, which may definitely be done in general education. Schools may also look at decreasing test stress and the number of times pupils are required to take various assessments, as well as changing the assessment style. Rather of purchasing new and costly technology, schools may try to create infrastructures that bring students closer to nature. General educational methods should be aware of how Valley schools value art, craft, music, dance, and environmental stewardship, and they should prioritize these arts as they do for sciences and mathematics.

The issue of how to integrate into a mainstream culture never goes away. Schools like this may demand tuition that are out of reach for the majority of students, making it unlikely that everyone will be able to attend. It is important to highlight that such institutions are often out of reach for poorer and middle-income households. As a result, they and other opponents argue that more study is needed in order to determine schooling methods that may really assist solve the problems that exist in today's educational environment. There is a need to consider how Valley School's methods may be used in the real world so that all students and the country as a whole benefit.

4. CONCLUSIONS

In today's world, progressive and experiential education, such as that offered by Valley School, is critical since it is the only way to develop good citizens and a decent society. These so-called "normal schools" are just creating mechanical members of society who follow traditions and are not at all free. Today's schools are producing just careerists and developing children solely in cognitive and academic areas, but a change to whole-child education is required. Valley School, on the other hand, fosters children and adolescents while also allowing for self-discovery and personal inner development. The purpose of this essay was to give an overview of alternative education and to show how Valley School stands out and provides answers to the problems that current schooling methods confront. The researchers raised the question of whether the valley school concept might be used in a broader educational setting. It is critical to consider what kind of schooling practice is needed

to improve the educational situation and develop excellent citizens. The researchers want to lead the audience into a debate about how to enhance current education methods in light of the Valley school's best practices.

It is essential to do research on the relevance and results of current education methods in order to determine whether or not they are successful in the modern environment. This study should also highlight areas where current educational methods and procedures might be improved. This article discussed the difficulties that have arisen as a consequence of current educational methods. As a result, future study should focus on curricular improvements in general educational methods that may help children learn as a whole. This is aimed squarely at curriculum creators and policymakers working in the area. To address the issue of whether Valley schools' methods should be included in the broader educational environment, further research is required. Educationists, curriculum developers, and other area experts should conduct experimental and observational research to address the issue, and try to replicate the valley school's methods in other schools. Teachers may also try out the valley school's teaching techniques and see how they affect their students. This may provide a realistic picture of how techniques are implemented in normal classrooms and schools.

There is a wealth of material available on the history of conventional education in India and throughout the globe, educational gaps, the need for alternative education, and alternative education ideologies from around the world. As a result, further study on the advantages of alternative education practices and their potential to foster a brighter future for schooling practices is required. The academic world is always debating what the real equation is that distinguishes one educational system from another. Educators and scholars consider the question of whether valley school depicts the specified processes that may aid in the development of a superior Society-Does valley school portray the prescribed procedures that can aid in the development of a superior society? For a better future, a re-imagination of the whole structure is necessary.

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